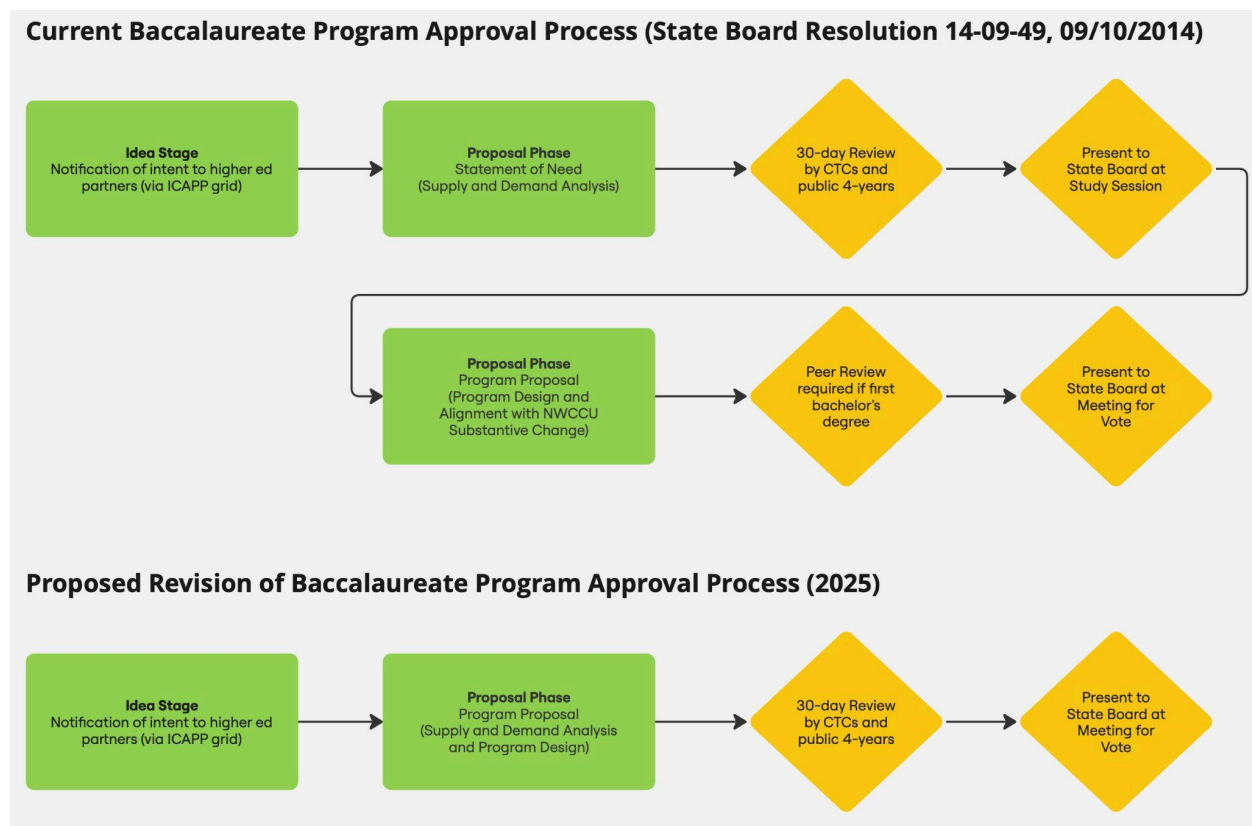


Summary of Proposed Changes to Baccalaureate Program Approval Process

The current baccalaureate program approval process was approved by the State Board in 2014. Since then, all 34 community and technical colleges now offer at least one bachelor's degree program. The proposed change in process is intended to shift the focus of the documentation away from demonstrating capacity and more toward planning for quality and reduce the amount of steps required in the process.

Summary of Proposed Process Changes



Summary of Proposed Documentation Changes

Currently, three documents are required in the baccalaureate approval process: (1) a notification of intent, (2) a statement of need, and (3) a program proposal. In the revised process, there would be two documents: (1) a notification of intent, and (2) a program proposal. It is envisioned that the baccalaureate program proposal would be aligned with and submitted through SBCTC's

Plan Approval web application (which is already being used to submit professional-technical program plans such as AAS degrees and certificates).

A summary of the current and proposed documentation requirements is provided below.

Current Documentation Requirements	Proposed Documentation Requirements
Notification of Intent <ul style="list-style-type: none"> • Program title • Implementation date (planned/target) • 1-2 page overview 	Notification of Intent <ul style="list-style-type: none"> • Program title • Implementation date (planned/target) • 1-2 page overview • Evidence of collaboration with community and technical colleges and public four-year universities that have similar programs
Statement of Need Criteria: <ol style="list-style-type: none"> 1. Relationship to institutional role, mission program priorities 2. Support of the statewide strategic plans 3. Employer/community demand for graduates with baccalaureate level of education proposed in the program 4. Baccalaureate program builds from existing professional-technical degree program offered by the institution 5. Student demand for program in region 6. Efforts to maximize state resources to serve place-bound students 7. Promoting equitable opportunities for students, including historically marginalized students 	(No separate Statement of Need required.)
Program Proposal Criteria: <ol style="list-style-type: none"> 1. Curriculum demonstrates baccalaureate level rigor 2. Qualified faculty 3. Selective admissions process, if used for the program, consistent with an open-door institution 4. Appropriate student services plan 5. Commitment to build and sustain a high-quality program (budget) 6. Program specific accreditation 7. Pathway options beyond baccalaureate degree 	Program Proposal Supply and Demand / Feasibility Analysis* <ul style="list-style-type: none"> • Feasibility study that includes workforce development needs, regional and statewide industry demand, and enrollment projections • Highlight how the program will address the needs of diverse student populations and support equitable access to quality education. Curriculum and Program Design <ul style="list-style-type: none"> • Curriculum outline, learning outcomes, course sequencing,

<p>8. External expert evaluation of the program</p>	<p>alignment with industry standards.</p> <ul style="list-style-type: none"> • General education requirements • Describe how the program will prepare for the workforce and/or further academic opportunities. • Assess/highlight clinical/work-based learning, experiential learning, and/or other high impact practices in the program design <p>Workforce Alignment and Stakeholder Engagement</p> <ul style="list-style-type: none"> • Demonstrate alignment with regional and statewide economic priorities • Include evidence of engagement with industry partners, community stakeholders, and advisory organizations to ensure relevance and support for the program. <p>Attestations</p> <ul style="list-style-type: none"> • College has planned for and committed resources to sustaining the program. • College has identified the qualified faculty needed to develop curriculum and deliver instruction.
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*When a new baccalaureate program is being proposed with the intention of converting an already existing program option or subplan into a new primary program, a new feasibility analysis is not required.

Required Compliance:

- [RCW 28B.50.810: Applied baccalaureate degree programs.](#)

Alignment:

- Washington State Council of Presidents, Interinstitutional Committee for Academic Program Planning (ICAPP) process
(<https://councilofpresidents.org/about/committees/icapp/>)
- SBCTC Professional-Technical Programs approval process
(<https://www.sbctc.edu/colleges-staff/programs-services/professional-technical/>)

Guidance:

- Community College Baccalaureate Association, Community College Baccalaureate Case-Making Tools: Using Lightcast™ to Conduct Supply and Demand Analysis
(<https://acrobat.adobe.com/id/urn:aaid:sc:US:47f54a3a-9402-427b-82a4-863709e1ea27>)

- Community College Baccalaureate Association, Elements of Quality for Community College Bachelor's Degree Programs
(<https://www.accbd.org/wp-content/uploads/2024/01/CCBA-Thought-Paper-publication.pdf>)